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It presents a well illustrated and formulated summary of the principles of drawing and of design.

HALL, JAMES. *With Pen and Ink*. New York: The Prang Co.

This book is unique among school art books in that it deals wholly with the possibilities of pen-and-ink drawing, a medium which is of first importance in drawing for reproduction and which is occupying an increasingly prominent place in upper-elementary and high-school drawing. It presents a series of definite exercises which are progressive in sequence and include typical problems in pen drawing. It deals with the general principles of drawing and composition only as they relate to the problem of handling pen and ink.

The book is illustrated by drawings which demonstrate clearly two methods of procedure and are at the same time of the highest artistic excellence.

II. COMMENT ON EDUCATIONAL WRITINGS

ALLEN, W. H. *Rainbow Promises of Progress in Education*. New York City, Institute for Public Service, 51 Chambers Street, 1917. Pp. 88.

This little pamphlet is a report of a study made through the Institute for Public Service whose director is William H. Allen. The purpose of the report was to learn how far, if at all, existing schools in different sections of the country had already incorporated the 111 different elements of method, content, and purpose which are to be experimented with in the recently established Lincoln School located in New York City. The method used in making the report was to ask a selected list of city and state superintendents of public instruction and the heads of a few private schools how much of the promised reforms they actually have in their schools today. The information contained in the pamphlet relates directly to about 2,200,000 pupils in about 15,200 schools. The method used in presenting this material is to quote the several proposals of reform set forth in the prospectus of the Lincoln School and then to show in each case (111 in all) by means of quotations from reports, letters, and courses of study that the reform under consideration is already ancient history in many localities. The pamphlet will be useful as a source of reference. If a superintendent is interested in an advanced notion relative to some phase of education he can turn to this report and find some school in which such a reform is being carried out. The truth of the matter is that 67 of the 88 pages are made up of a list of places carrying on advanced ideas in education and a brief description of the work in its present form. The pamphlet is copiously illustrated with cuts showing all sorts of up-to-date school work. As an attack on the Lincoln School the pamphlet is thoroughly unscientific and misleading. Suppose that every reform discussed were shown to be under way somewhere else. The bringing together of all at one point would be a great service. But much more is involved in the Lincoln School than mere enumeration of reforms. There is method of carrying out the reforms and no questionnaire can cover

these matters. The questionnaire method was so long ago abandoned as a basis for criticism of educational practices that it is surprising to see it revived without apology and with seeming confidence.

HOLLISTER, H. A., AND OTHERS. *Proceedings of the High-School Conference of November 22, 23, and 24, 1917*. Urbana, Ill.: University of Illinois School of Education, Bulletin No. 19. Pp. 354.

As the title indicates, this is the report of the high-school conference held at the University of Illinois last November. The report is organized in two parts. Part I deals with general sessions and Part II with section meetings. Part I is made up chiefly of addresses by Messrs. H. S. Magill, Medill McCormick, Luther H. Gulick, and Miss Helen C. Putnam. Besides these addresses this part contains the Director's message and reports on library exhibit and on correlation of science work.

Part II contains over 300 pages and is made up of the papers and discussions presented at the various section meetings. Administrative, agricultural, biology, classics, commercial, county superintendents and village principals, domestic science, English, geography, manual arts, mathematics, modern language, music, physical education, physical science, and social science are the sections represented in Part II. The reports from each of these sections are rather full and in detail. Anyone interested in one or more of these phases of secondary education will find much material of interest and value. Inquiries concerning the report should be directed to H. A. Hollister, Urbana, Illinois.

SMITH, LEWIS WILBUR. *Illinois High Schools. Their Organization, Maintenance, Administration, and Instruction with Particular Reference to the Township High School*. Issued by FRANCIS G. BLAIR, superintendent of public instruction, Springfield, Ill., 1917. Pp. 291.

In his study of Illinois high schools Principal Smith of Harvey, Illinois, has made a notable contribution to the field of secondary education. If a similar study of the high schools in each state were in existence some valuable conclusions relative to secondary education at large could be made. Most of the material on which this report is based was derived from records in the state superintendent's office. To supplement these records Mr. Smith sent out an elaborate questionnaire to the principals of Illinois township high schools and also secured through the high-school inspector of the University of Illinois records relating to the work of over 2,300 Freshmen in the university.

Mr. Smith has organized his report around the following topics: the constitution of the township high school, the plant, finances, the course of study, the principal, the teachers, the student body, efficiency of high-school graduates in the university, the territorial unit underlying the township high school, and launching the township high school. In handling his data the writer has made much use of statistics and the statistical method. His general plan is to first present the material in tabular form and then to follow this table with a figure